



Effectiveness of WhatsApp mediated instruction on study habit of B.Ed. students

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Abstract

The world is witnessing continues upsurge and massive improvement in Information and Communication Technology (ICT) today and this age. The impact of ICT on learning is currently in relation to use of digital media, primarily computers and internet to facilitate teaching and learning. ICTs are the technologies used in conveying, manipulation and storage of data by electronic means, they provide an array of powerful tools that may help in transforming the present isolated teacher-centred and text-bound classrooms into rich, student-focused, interactive knowledge environments. To meet these challenges, learning institutions are using the new technologies such as whats app based learning in the classroom in order to enhance learning achievement.. Academic achievement is the outcome of study habit in education system. Study habit of B.Ed. teacher is an important aspect of pre service teacher education. It enables prospective teachers to resourceful for school teaching. Study habit helps a prospective school teacher aquire content and pedagogical knowledge. Presently it is observed that prospective student teachers are frequently using whats app. The gap in literature is however that social media have been over researched but little is known about how each social media channel such as whatsapp mediated instruction significantly influence the behaviour of individual subscribers notably students who devote much time on the whatsapp platform. To this end, study aiming to fill the gap on how whatsapp mediated instruction is influencing student's behaviour with respect to study habit of students. The main objectives of the study was to ascertain and compare study habit of arts and science B.Ed. students with respect to whats app mediated instruction. : Pre Test Post Test Experimental Method of research is followed in the study. It is found that. There exists significant difference on study habit of B.Ed. students under control group taught through traditional classroom instruction and experimental group taught through Whats app media. It is further suggested that Teachers of higher education must be conscious about different whats app based instructional strategies while dealing with the course design, unit planning and lesson planning.

Keywords: Whatsapp mediated instruction, Study Habit, B.Ed. students

Introduction

“The destiny of India is being shaped in her classroom” - Education Commission (1964-65)

To enrich the quality or standard of secondary education it is again a great challenge to prepare competent teachers for class IX- XII. It may safely be added that without good teachers, even the best of system is bound to fail. With good teachers, even the defects of system can be largely overcome.” So the teacher is of paramount importance in any system of education. They form a critical component and play a crucial role in the development of education system as a whole by adopting proper classroom transaction strategy. Through Bachelor of Education programme (B.Ed.) higher education prepares teachers for secondary schools and influence the quality of school education. Through College of Teacher education (CTE) higher education imparts pre service teacher education programme such B.Ed in different districts. The transaction style and strategies of teacher educators directly affects the achievement and study habit of prospective teachers. Because at the higher education level, teaching method and media plays very crucial role, especially in the field of secondary teacher education system through B.Ed. course. The syllabus of B.Ed aims to nurture proper level of teaching and pedagogical competency in addition to sociological, philosophical and psychological theoretical inputs. The two year B.Ed. course demands suitable learner centric media method to get transacted. Among different

latest media and method, ICT based media and methods gradually becoming more popular due to its accessibility, portability, speed, cheap cost and multisensory experience provision.

The world is witnessing continues upsurge and massive improvement in Information and Communication Technology (ICT) today and this age. The impact of ICT on learning is currently in relation to use of digital media, primarily computers and internet to facilitate teaching and learning. ICTs are the technologies used in conveying, manipulation and storage of data by electronic means, they provide an array of powerful tools that may help in transforming the present isolated teacher-centred and text-bound classrooms into rich, student-focused, interactive knowledge environments. To meet these challenges, learning institutions must embrace the new technologies and appropriate ICT tools for learning

This development has brought about era of networking and digital communications regardless of geographical boundaries. The internet provides variety of digital communication tools. Billions of people use facilities like Search engines, Facebook, Intagram, Sme, Twiter Web pages, E-mails, Really Simple syndication (RSS), E-journals, E-newspapers, Internet Banking, Internet Telephony, Conferencing, Multi-Media Sharing, Online News Rooms, Social Networking etc. to express opinions, experience and insights. According to Facebook statistics (2011), as cited in Tuurosong and Faisal, (2014) ^[16]

Facebook alone controlled over 800 million active users sharing more than 30 billion pieces of content each month. These come in various forms notably; news, stories, blog post, notes, photo albums and many more. Twitter which comes in the form of micro-blogging is another preferred social networking platform. It also hosted about 140 million tweets per day. And as many as 460,600 new twitter accounts were opened every year (Twitter statistics, 2011)

WhatsApp Messenger is a freeware and cross-platform instant messaging and Voice over IP (VoIP) service. The application allows the sending of text messages and voice calls, as well as video calls, images and other media, documents, and user location. The service uses standard cellular mobile numbers and the application runs from a mobile device, though it is also accessible from desktop computers. Originally users could only communicate with other users individually or in groups of individual users, but in September 2017 WhatsApp announced a forthcoming business platform which will enable companies to provide customer service to users at scale. All data are end-to-end encrypted.

Study habits are defined as those techniques, such as summarizing, note taking, outlining or locating material which learners employ themselves in the efficient learning of the material at hand. The terms 'study habits' implies a sort of more or less permanent method of studying. According to Goods dictionary of education study habits is the tendency of pupil to study when the opportunities are given. The pupils way of studying whether systematic or unsystematic, efficient or inefficient, study habits are essence of dynamic personalities. A proper study habits enables an individual to reap a good harvest in future. The present society is a competitive society, where the principle of struggle for existence and survival for fittest exists. Pen has become mightier than sword. Study habit is process from which an individual gets proper input to feed his hunger and quench his thirst for knowledge. The study habits thus are of great assistance to actualize the potentialities of the individual.

School, colleges and universities have no worth without students. Study is most essential assets for any educational institution. The social and economic development of the country is directly link with the student academic achievement. Academic achievement is the outcome of study habit in education system. Study habit of B.Ed. teacher is an important aspect of pre service teacher education. It enables prospective teachers to resourceful for school teaching. Study habit helps a prospective school teacher acquire content and pedagogical knowledge.

Study habits is viewed as an indicator of whether the education in a country is successful or not, because of this reason it is crucial to know and to understand which factors are responsible for determining, predicting or for causing variance in study habits and thereby it will help to enhance the factors that are associated with study habits like socio-economic factors, school environment factor, reading factor, concentration factor, remembering factor, organizing time factor, listening and taking note factor, taking test factor and motivation factor. All these factors greatly influence the academic achievement of secondary school students.

Research on the co-relation between study habit and student academic achievement has for long received attention from scholar and educational agencies. For instance the National Assessment of Educational Progress (NAEP) in 1994

conducted a study to find the relationship between habits and academic achievement of students. Findings of the study revealed a positive correlation between study habits and academic achievement. Similarly Onwuegbuzia (2001) conducted a series of studies to find out the relationship between academic success and study habits and reported a positive relationship.

Study habits are learning tendencies that enables students to work personally. Azikiwe (1998) described the study habits as 'the adopted way and manner a student plan his private reading after classroom learning so as to attain mastery of the subject'. According her good study habits are good assets to learners because they assists the students to attain mastery in area of specialization, while opposite constitute constraint to learning and achievement leading to failure.

Good (1998) defined the term study habit as 'the student way of study whether systematic, efficient or inefficient' going by this definition it is literally means that good study habits produce positive academic performance while poor study habits leads academic failure.

Rationale of the Study

Whats App is popular instant massaging applicable for various devices and gadgets. It was invented by Jan Koum and Brian Acton in 2009, starts booming since 2010 and used by more than 350 million users in 2013 (Cohavi, 2013). The users may increase in the last three years up to 2016

This free of charge application is favoured by the market because of the flexibility and useful features to text, to call, and to send video, audio, links, location, document, pictures.

WhatsApp helps the students to learn language better and enhances their English proficiency; the use of WhatsApp should be encouraged to improve the collaboration between high and low achievers students (Mistar, 2016). The flexibility of WhatsApp is potential to bridge the diverse of learning needs through circular writing (Fatah, 2015) and collaborative writing. The students work together in a group to produce a piece of writing. (Harmer, 2007: 270) ^[8].

Kukulka-Hulme & Shield (2008) defines MALL as "formal and informal learning mediated via handled devices which are potentially available for use of anytime, anywhere"

Language learners who used their device such as phones, tablets, electronic dictionaries, MP3 Players, and gaming devices to study autonomously improve their language skills (Kukulka-Hulme & Shield, 2008).

Review on Mobile Assisted Language Learning (MALL) presents that mobile learning has both advantages and challenges. Mobile learning facilitates social interaction, data exchanging and collaboration with other learners (Chinnery, 2006).

Sa'aleek (2014) summarizes that mobile technology effectively enhance the language skills due to the features such as accessibility, interactivity, immediacy, and permanency.

However, MALL also has challenges such as reduced screen sized, limited audiovisual quality, virtual keyboarding and one finger data entry, and limited power (Chinnery, 2006)

High schools students are adolescent learners which have typical characteristics. Harmer (2007: 15) ^[8] briefly explains that adolescent learner's start to talk about more abstract ideas and accept the need for learning of a more intellectual type; they have potential for creative thought and passion to things which interest them.

In many senior high schools, their English language proficiency belongs to intermediate level because they have learnt English since they were in the elementary schools.

Harmer (2007:18) [8] states that in this level the students experience “plateau effect” which means that they don’t improve much or faster. These Challenge the teachers to find ways to attract and encourage the students (Lesiak, 2015). Wilson and Horch (2002: 59) suggest that giving adolescent’s freedom to choose and make lessons they interest will engage them to learn as they need to show their independence. The use of mobile technology for teaching adolescence is an excellent idea because they are the dominant users of mobile technology. Hyland (2009:62) writes that the development of technology demands writer teachers to look for the best ways to support the student’s word processing,

Bouhnik, & Deshen (2014) [5] asserted that role of whatsapp in the socio-economic life of ordinary people cannot be over emphasized. Whatsapp create an enabling platform for engagement and networking through two way communication, thus between senders and receivers. These could be between individuals as well as between groups at a relatively very low cost. Averagely it cost \$1to enjoy the service for a year. As a result addicted social media users are shifting gear towards WhatsApp. These notwithstanding, WhatsApp continues to create the opportunity for individuals and groups to share insights, experience, contents of news, videos, and photos any time all the time every time subject to internet availability and reliability. Moreover, WhatsApp enables politicians and political party supporters to disseminate messages without struggle. Typically, it is mentioned of President Barak Obama that his 2008 political message wouldn’t have gone far without deploying social media platforms including WhatsApp. In Nigeria, formal President Good-Luck Jonathan is equally noted for using same medium for political campaign messages. In Ghana the impact is tremendous. Religious sense, most people use WhatsApp to send and receive messages across board. In Ghana, the term whatsapp has become a street credibility with very high usability ratespecially among students (Tuurosong and Faisal, 2014) [16]. Studies relating to social media and students’, socio-economic life, Health, psychology and academic performance have been great. The following authors are particularly notable: (Bouhnik, & Deshen, 2014) [5]; Tuurosong and Faisal, 2014; Tawia *et al.*, 2014; Langat, 2015; Sosilu, 2014; Angadi, 2016) [16, 13, 12, 3]. The direct link between ICT use and students’ study habit and academic performance has been the focus of extensive literature during the last two decades. Some of them help students with their learning by improving the communication between them and the instructors (Valasidou and Bousiou, 2005). Leuven *et al.* (2004) stated that there is no evidence for a relationship between increased educational use of ICT and students’ performance. In fact, they find a consis-tently negative and marginally significant relationship bet-ween ICT use and some student achievement measures. In support to these, some students may use ICT to increase their leisure time and have less time to study. Online gaming and increased communication channels do not necessarily mean increased achievement. On the other hand, Abdulla Y. Al-Hawaj, Wajeeh Elali, and E.H. Twizell (2008), state that ICT has the potential to transform the nature of education: Where and how learning takes place and the roles of students and teachers in the learning process. Karim and Hassan (2006) noted the exponential growth in digital information, which changes the way students perceive study

and reading and in how printed materials are used to facilitate study. Based on the extended usage of ICTs in education the need appeared to unravel the myth that surrounds the use of information and communication technology (ICT) as an aid to teaching and learning, and the impact it has on students’ study habits.

Presently it is observed that prospective student teachers are frequently using whats app. However it is also felt by the researcher that these B.Ed. students must develop proper level of study habit for adequate learning. Studying is the skill and prospective teachers requires a high level of study habits skill. Student teacher must learn these skills, practice them and develop effective study habits in order to successful.

The gap in literature is however that social media have been over researched but little is known about how each social media channel such as whatsapp mediated instruction significantly influence the behaviour of individual subscribers notably students who devote much time on the whatsapp platform. To this end, study aiming to fill the gap on how whatsapp mediated instruction is influencing student’s behaviour with respect to study habit of students is therefore imperative.

Concerning the prior research in this area, researcher arouses following questions

Will Whats App mediated Instruction promote study habit of prospective secondary school teachers in the College of Teacher Education?

It is found from the studies that few researchers have explored the impact of whats app mediated instruction on the study habit of students of higher education and no one has studied the same concerning prospective teachers (B.Ed. students). It is also found that these studies are done outside Odisha state of India. Hence conducting research on the topic “Effectiveness of whats APP Mediated Instruction on Study Habit of B.Ed. students”, is justified.

Operational definition of key terms used

- 1. Whats app mediated instruction:** Online Teaching learning process designed with the help of Whats App software having provision of chatting, discussion forum, picture, diagram, image, video, recorded sound, files, internet websites, voice calls etc. in addition to using methods of brain storming, discussion, information gathering, discovery etc.
- 2. Study Habit:** Study habits means well-planned and deliberate patterns of study which has attained a form of consistency on the part of students towards understanding academic subjects and passing examinations. A good study habit is a prerequisite for good academic performance. Study habits are learning tendencies.
- 3. B.Ed. students:** It refers to students pursuing second year Bachelor of Education in the college of teacher education.
- 4. Control Group:** The group of students taught and learned through lecture method in classroom situation with the help of traditional media like blackboard.
- 5. Experimental Group:** The group of students taught and learned through online mode using Whats App.

Objectives of the study

The objectives of the study are.

1. To ascertain the study habit of B.Ed. students.
2. To compare study habit of Arts and Science B.Ed students under control group and experimental group

Hypotheses

1. There exists no significant difference on study habit of B.Ed. students under control group and experimental group.
2. There exists no significant difference on study habit of Arts and Science B.Ed. students.
3. There exists no significant interaction effect between the media type and subject discipline of B.Ed students in terms of Study Habit

Delimitation of the Study

The study is limited to 80 B.Ed. second year students belonging to section “A” of session 2017-18 studying in Nabakrushna Choudhury College of Teacher Education, Angul, Odisha, India.

Methodology

Method: Pre Test Post Test Experimental Method of research is followed in the study.

Control: Matching subjects or match pairing of the subjects on the basis of pretest on study habit followed by random assignment of subjects to control and experimental group will be done to conduct the study.

Population: All B.Ed. students have constituted the population of the study.

Sample: The experiment is conducted on 80 B.Ed. students. Stratified random sampling procedure will be followed to conduct the research study. Out of 80 B.Ed. students 40 students will be placed under control group and 40 students will be placed under experimental group. In both control and experimental group again 20 male and 20 female students will be there. Again out of 20 male or female students 10 students will belong to Arts stream and 10 students will belong to science discipline of study

Tools: For the collection of data following tools are used

- Self developed Whats App mediated unit plan, Lesson plans on PE-7B: Gender, School and Society, Unit -2 : “Forma of Gender Inequalities and Issues” (According to B.Ed. syllabus, Odisha state)
- Study Habit Inventory developed by M.N. Pulsane and Anuradha Sharma, Agra, National Psychological Corporation

Result and Discussion

The study habit of both control group and experimental group ascertain separately in the study which is represented in the following tables.

Table 1: Number and Percentage of B.Ed. Students in Control Group with different level of Study Habit

Percentile Level	Score Range	Frequency	Percentage	Study Habit
P25 and Below (Q1)	0- 22	8	20	Low
P26 to P75 (Q2)	23-67	22	55	Average moderate
P76 and Above (Q3)	68-90	10	25	High

From the above table 1 it is found that (25%) of 10 B.Ed. students have high level of study habit within the score range of 68-90. However, (55%) of 22 B.Ed. students have

average/moderate level of study habit within the score range of it 23-67. Also, (20%) of 8 B.Ed. students have low level of study habit within the score range of 0-22.

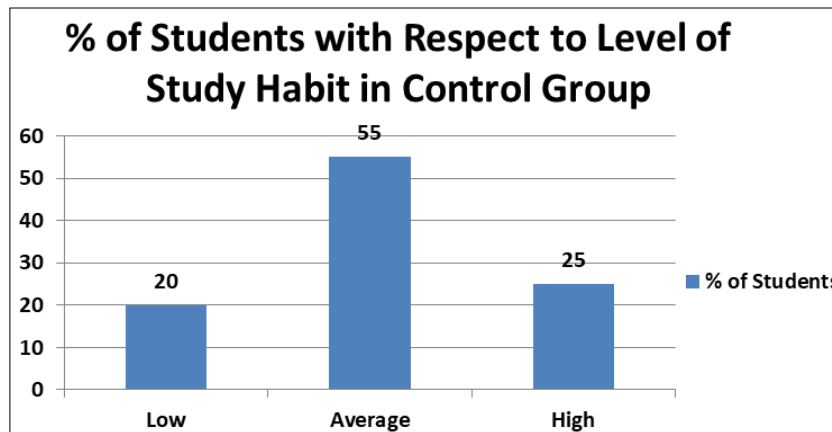


Fig 1: Percentage of Students with respect to Level of Study Habit in Control Group

It is clear from the figure -2 that maximum percentage of students have average level of study habit.

Table 2: Number and Percentage of B.Ed. Students in Experimental Group with different level of Study Habit

Percentile Level	Score Range	Frequency	Percentage	Study Habit
P25 and Below (Q1)	0- 22	5	12.5	Low
P26 to P75(Q2)	23-67	15	37.5	Average moderate
P76 and Above(Q3)	68-90	20	50	High

From the above table 2 it is found that (50%) of 20 B.Ed. students have high level of study habit within the score range of 68-90. However, (37.5%) of 15 B.Ed. students have average/moderate level of study habit within the score range of it 23-67. Also, (12.5%) of 5 B.Ed. students have low level of study habit within the score range of 0-22.

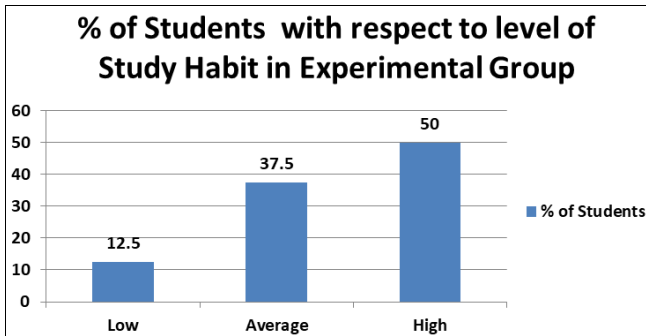


Fig 2: Number and Percentage of B.Ed. Students in Experimental Group with different level of Study Habit

From figure -3 it is relevant that in posttest experimental group maximum percentage of B.Ed. students have high level of Study Habit.

Comparing study habit of B.Ed students under control group with that of experimental group

One of the objectives of the study was to compare study habit of B.Ed students under control group with that of

Table 4: Comparison of Study Habit of B.Ed. students with respect to their stream of education in Control Group

Post test scores of Control Groups	N	mean	sd	df	't' value (Calculated)	Sig/ not sig
Science	20	63.25	12.75	18	5.32	significant
Arts	20	36.35	18.68			

Table value at 0.05 level= 2.10 At 0.01 level = 2.88

In both the cases calculated value is lesser than the table value which indicates that there is significant differences between both the groups. Hence Null hypothesis is rejected i.e. "There exists no significant difference on study habit of Arts and Science B.Ed. students" and alternative hypothesis is accepted.

Table 5: Comparison of Study Habit of B.Ed. students with respect to their stream of education in Experimental Group

Post test scores of Control Groups	N	mean	sd	df	't' value (Calculated)	Sig/ not sig
Science	20	75	2.71	18	7.94	significant
Arts	20	45.5	16.38			

Table value at 0.05 level= 2.10 At 0.01 level = 2.88

Table 6: Interaction Effect of Media Type and Subject discipline on Study Habit using Two Way ANOVA

Source	SS	df	MS	F	Critical F Vale at 0.05 significance level
Rows	15904.8	1	15904.8	80.76	
Column	2184.05	1	2184.05	11.09	
Interaction (r x c)	33.8	1	33.8	0.17	0.3978
Within	14967.33	76	196.94		
Total	33089.95	79			

SS = Sum of Squares, df = Degrees of Freedom MS = Mean Squares, F = F - Ratio Test

The F value for interaction between media type and subject discipline was obtained 0.17 with df (1, 76). The value of F is not significant at 0.05 level of significance as obtained value is lesser than table or critical value of F at 0.05 level.

experimental group. This can be done by implementing t test to analyse the data and test hypothesis. The hypothesis of concern objective of the study was "There exists no significant difference on study habit of B.Ed. students under control group and experimental group". To test the hypothesis t test has been implemented to compare control and experimental group.

Table 3: Comparison of Study Habit of Post Test Control and Experimental Groups

Post test scores of Groups	N	mean	SD	Df	't' value (Calculated)	Sig/ not sig
Control	40	49.8	20.85	38	3.53	significant
Experimental	40	60.3	18.9			

Table value at 0.05 level= 2.024 At 0.01 level = 2.712

In both the cases calculated value is greater than the table value which indicates that there is significant differences between both the groups.

Hence Null hypothesis is rejected and alternative hypothesis is accepted i.e. "significant difference exists between test results of experimental group and control group in study habit."

The second objectives of the study were "To compare study habit of Arts and Science B.Ed students under control group and experimental group". The hypothesis for the objective was there exists no significant difference on study habit of Arts and Science B.Ed. students.

In both the cases calculated value is greater than the table value which indicates that there is significant differences between both the groups. Hence null hypothesis is rejected as there is significant difference between science and arts B.Ed. teachers in experimental group which is taught by whats app classroom method / media

Hence Null hypothesis is rejected i.e. "There exists no significant difference on study habit of Arts and Science B.Ed. students" and alternative hypothesis is accepted.

The fourth hypothesis of the study was There exists no significant interaction effect between the media type and subject discipline of B.Ed students in terms of Study Habit

It may be interpreted that joint effect of media type and subject discipline on study habit is not significant. Hence null hypothesis is accepted. i.e. There exists no significant interaction effect between the media type and subject

discipline of B.Ed students in terms of Study Habit t. The alternative hypothesis i.e. there exists significant interaction

effect between the media type and subject discipline of B.Ed students in terms of Study Habit is rejected.

Table 7: Factorial design for interaction effect of media type and subject discipline on study habit

Media Type→ Gender↓	Traditional Classroom	WhatsApp	Total
Science	N=20z Mean=63.25	N=20 Mean=75	Mean=69.12
Arts	N=20 Mean=36.35	N=20 Mean=45.5	Mean=40.92
Total	Mean=49.8	Mean=60.25	

Mean for first factor, level number 1 is: 69.125 Mean for first factor, level number 2 is: 40.925 Mean for second factor, level number 1 is: 49.8 Mean for second factor, level number 2 is: 60.25

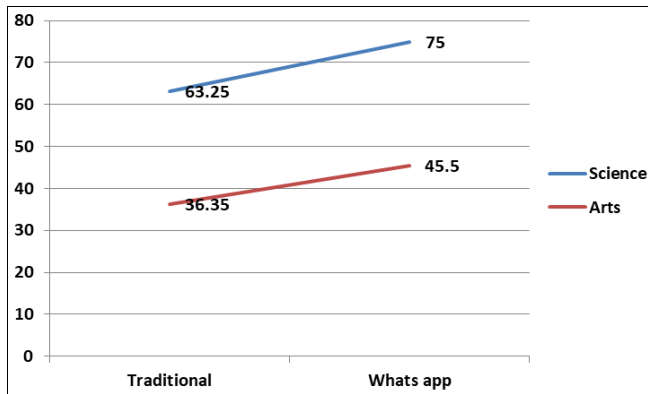


Fig 3: Graph Showing Interaction Treatment X Subject Discipline of B.Ed. students on Study Habit

It is clear from the above graph that there lies no significant interaction between treatment and subject discipline on Study Habit of B.Ed. students through traditional and whats app mediated instruction. It can be interpreted that there is no interaction effect between media of instruction and subject discipline on study habit.

Major Findings

The major findings of the study are

1. Maximum percentage (55%) of B.Ed students have average level of study habit in control group.
2. Maximum percentage (50%) of B.Ed students have high level of study habit in experimental group.
3. Minimum percentage (20%) of B.Ed students have low level of study habit under control group.
4. Minimum percentage (12.5%) of B.Ed students have low level of study habit under experimental group.
5. There exists significant difference on study habit of B.Ed. students under control group taught through traditional classroom instruction and experimental group taught through Whats app media.
6. There exists significant difference on study habit of Arts and Science B.Ed. students.
7. There exists no significant interaction effect between the media type and subject discipline of B.Ed students in terms of Study Habit

Educational Implications

The findings of present study will be useful for exploring the effectiveness of Whats app mediated instruction on study habit of B.Ed. students. The findings of present study will be useful for exploring the effect of whats app mediated instruction on study habit of prospective secondary school teachers and factors controlling it.

The educational Implications of this study will be helpful for

1. Identifying factors related to effectiveness of whats app

2. mediated instruction on study habit of B.Ed. students..
2. Factors and media influencing study habit of teachers can be considered in pre service and in service teacher education.
3. Teachers of higher education will be conscious about different whats app based instructional strategies while dealing with the course design, unit planning and lesson planning.
4. Administrators can able to motivate teachers to use latest whats app mediated instructional strategies to enhance study habit of students in colleges and universities.
5. Experts, educationalist can frame different policies, training and programmes for encouraging effective use of whats app mediated instruction for enriching study habit at higher education level.

Conclusion

Instructional media of teaching learning process plays an crucial role in developing relevant level of study habit at higher education. However it is found from the study that the level of study habit in prospective secondary school teachers level is not satisfactory with traditional lecture method in classroom. On the contrary it is found from the present study that, study habit more B.Ed. students get enriched with use of Whats app mediated instruction. irrespective of their gender. Therefore it is a serious challenge for the whole education system to take some effective steps to integrate whats app mediated instruction compulsory in teacher education system by providing appropriate pre service and in-service training programs to university and college teachers with respect to integrate Whats app mediated instruction that could strengthen the quality of education at higher education level..

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